DOCUMENT RESUME

ED 167 903 CG 013 307

TITLE Student Learning Activity Package; Self Concept. Grades 3-6.

INSTITUTION Cooperative Educational Service Agency 8, Appleton, Wis.

NOTE 73p.; For related documents see CG 013 308-312

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS *Affective Behavior; *Child Development; Elementary Education; Elementary School Students; *Humanistic Education; Program Design; *Self Concept; *Self Evaluation; Student Attitudes; Values

IDENTIFIERS National Diffusion Network Programs

ABSTRACT

This learning activities package is designed to allow students to do self-concept activities on their own without any outside pressures. Each activity is a separate exercise which may be used as follow-up to a major group activity or a complete activity on its own. A wide range of exercise types is supplied, including self-evaluation questionnaires, activities to help students recognize and deal with fears, and feelings delineation questionnaires. The activities are designed for grades three through six but can be modified for lower grades. Additional information and advice on conducting and evaluating these activities is provided for teachers. (Author/PK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED167903

CG

STUDENT LEARNING ACTIVITY PACKAGE

me me GRADES 3–6

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

a Heaney

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CG 013307

TABLE OF CONTENTS

	page
INTRODUCTION	1
HOW DO YOU FEEL? - TO TEACHERS	2
HOW DO YOU FEEL? - GRADES 3-6	3
WHAT DO YOU DO? - GRADES 3-6	4
STEM SENTENCES - TO TEACHERS	5
STEM SENTENCES - GRADES 3-6	6
WHAT'S IN YOUR MIRROR? - GRADES 3-6	8
SELF EVALUATION - GRADES 3-6	9
ALL ABOUT ME - TO TEACHERS	11
"ALL ABOUT ME" BOOKLET - GRADES 3-4	12
FEELINGS BOOK - GRADES 4-5	23
MY OWN BOOK - GRADES 4-6	41
"WHO ARE YOU?" BOOKLET - GRADES 4-6	64

DRUG PREVENTION EDUCATION

Cooperative Educational Service Agency Number Eight
107 North Douglas Street
Appleton, Wisconsin 54911

INTRODUCTION

The Student Learning Activity Package - Self Concept is designed to allow students to do self concept activities on their own without any outside pressures.

Each activity is a separate exercise which may be used as follow-up to a major group activity or as a complete activity.

Copies of the exercises should be made for each student and at least one exercise per week should be distributed to the class. Students' free time might be a good time for them to work on these activities.

It is important that students understand that they do not have to share their responses with anyone unless they choose to do so. This is important to convey to the students so they do not feel threatened. After completing each activity, students should place their sheets in their Personal Journal.

The same activities can be repeated several times throughout the year because childrens' feelings are continually changing. Children might want to compare their earlier responses to their more recent ones.

The activities found in the Student Learning Activity Packages are for students in Grades 3-6 because they require reading and writing skills. However, teachers can modify some of the activities for use in the lower elementary grades. For example, in a stem completion exercise, a second grader could draw an answer to the statement, "I was happy when _____."

The white pages inside this package which are found before some of the activities contain additional information for teachers.

HOW DO YOU FEEL?

GRADES 3-6

TO TEACHERS:

Some words may be beyond the vocabulary of elementary level students, so when you distribute this exercise to your students, select the words accordingly.

For lower elementary level children and for shy children (who may be reluctant to express themselves orally), you might ask the class to draw pictures to show their feelings; i.e., a picture of when they feel happy, proud, lonely, etc.

Afterwards, you can discuss the drawings individually with each student, if the student wishes.

HOW DO YOU FEEL?

GRADES 3-6

Directions: From the word list, "A Wealth of Feelings," choose an appropriate word to describe a situation you can think of.

Real Responses

1. I feel _____ when _____.
2. I feel _____ when _____.
3. I feel _____ when _____.
4. I feel _____ when _____.
5. I feel _____ when _____.
6. I feel _____ when _____.
7. I feel _____ when _____.
8. I feel _____ when _____.
9. I feel _____ when _____.
10. I feel _____ when _____.

A Wealth of Feelings

embarrassed	guilty	respected	clumsy	nervous
stimulated	cocky	worthless	frustrated	pressured
superior	stupid	grateful	inferior	free
proud	enthusiastic	weak	joyful	scared
lonely	strong	refreshed	amazed	bored
foolish	angry	energetic	triumphant	happy
annoyed	confused	envious	inadequate	ashamed
accepted	defeated	boastful	contented	tense
adventuresome	thrilled	apathetic	restrained	indebted
sneaky	overwhelmed	relieved	unique	satisfied

WHAT DO YOU DO?

GRADES 3-5

Check the things in the following list which you believe are good to do.

_____ 1. Talking with someone you trust about things that make you feel cross, angry, worried, or scared.

_____ 2. Making others unhappy by teasing them.

_____ 3. Saying you are sorry when you know you have done something wrong.

_____ 4. Making excuses when you know you are to blame.

_____ 5. Doing what you can to mend matters when you have made a mistake.

_____ 6. Playing fair when you know the rules of the game.

_____ 7. Arguing about rules without trying to find out what they are.

_____ 8. Standing and sitting as tall as you can.

STEM SENTENCES

GRADES 3-6

TO TEACHERS:

For primary level children, this exercise seems to work best when children are asked to draw pictures of things that make them happy, angry, etc.

STEM SENTENCES

GRADES 3-6

Directions: The stem sentences can be used by students to express themselves on paper without fear of someone looking at it or having to express themselves verbally.

1. What makes me happy is _____

_____

_____

_____

_____

2. When I get angry I _____

_____

_____

_____

_____

3. Right now, I'd like to be _____

_____

_____

_____

_____

4. Sometimes I feel _____

_____

_____

_____

STEM SENTENCES

1. When I enter a new group I feel _____

2. I feel most pleased with myself when _____

3. When someone needs help I _____

4. Those who really know me think I am _____

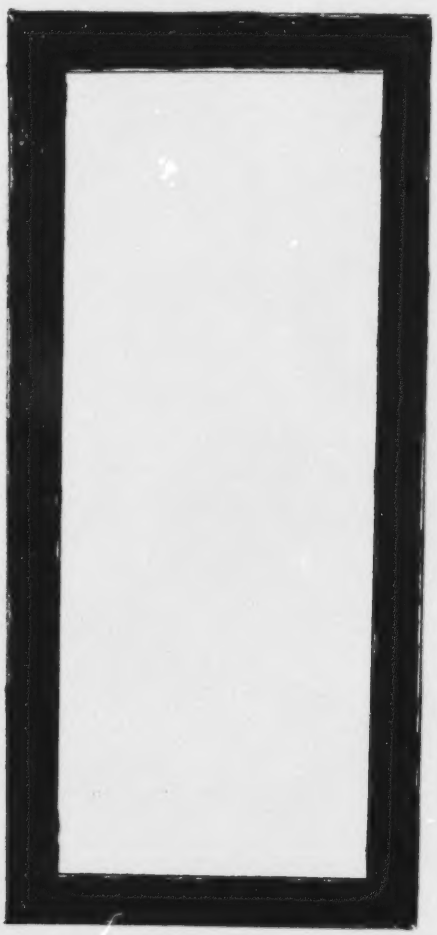
WHAT'S IN YOUR MIRROR?

GRADES 3-6

Directions: You are looking into a full-length mirror. List three or more things under each heading that you believe is true about the person you see in that mirror. Try to see him/her as a friend you know very well. Don't be afraid to put down what you feel.

Things He's Good At:

What He'd like to Be Better At:



His Most Important Goals:

Some Things He's Bad At:

SELF-EVALUATION

GRADES 3-6

Check the answer as honestly as you can.

Are you someone who	All the time	Sometimes	Never
1. Does your own job?	____	____	____
2. Finishes each job?	____	____	____
3. Follows directions?	____	____	____
4. Returns materials?	____	____	____
5. Listens to advice?	____	____	____
6. Cleans up properly?	____	____	____
7. Is afraid to voice your own feelings?	____	____	____
8. Is willing to admit a mistake?	____	____	____
9. Has supplies ready?	____	____	____
10. Begins work quickly?	____	____	____
11. Uses spare time wisely?	____	____	____
12. Does just enough to get by?	____	____	____
13. Asks sensible questions?	____	____	____
14. Acts like a fourth grader?	____	____	____
15. Gets along in a group?	____	____	____
16. Plays fairly?	____	____	____
17. Participates in activities willingly?	____	____	____
18. Thinks of others?	____	____	____
19. Gets ready for each class quickly?	____	____	____
20. Walks quietly in the halls?	____	____	____

SELF-EVALUATION - Continued

Are you someone who	All the time	Some-times	Never
21. Shares materials and ideas?	_____	_____	_____
22. Is usually polite?	_____	_____	_____
23. Takes turns?	_____	_____	_____
24. Tries to understand the other person's point of view?	_____	_____	_____
25. Respects your teacher?	_____	_____	_____
26. Tries to argue with others?	_____	_____	_____
27. Makes new friends?	_____	_____	_____
28. Behaves as a good school citizen?	_____	_____	_____
29. Does not like to lose at anything?	_____	_____	_____
30. Likes the way you act?	_____	_____	_____

ALL ABOUT ME

GRADES 3-4

TO TEACHERS:

One variation of the exercises in this booklet All About Me is to have the students draw pictures to complete the sentences rather than writing their responses.

"ALL ABOUT ME" BOOKLET

GRADES 3-4

My Name is _____

Educational Research Council of America

It is the child of my parents but neither my brother nor my sister.

Who is it: _____

Draw a Picture of Yourself:

My name is _____

I am _____ years old.

I live at _____

_____

My telephone number is _____

ALL ABOUT ME

What I do best is _____

_____

_____

I need to do _____

_____ better.

What I do in my free time is _____

_____

_____

_____

_____

If I could do what I wanted, here is what I would do _____

_____

_____

_____

_____

I feel the happiest when _____

_____

_____

_____

_____

Things that make me feel sad are _____

_____

_____

_____

_____

THINGS I DO

Things I do best are _____

_____

_____

Things I like to do are _____

_____

_____

Things I cannot do well are _____

_____

_____

Things I do not like to do are _____

_____

_____

Things I wish I could do are _____

_____

_____

Things I like to do with friends are _____

_____

_____

_____

Things I like to do alone are _____

_____

_____

_____

THINGS I DO - Continued

What I want to do when I grow up is _____

_____

_____

Things I collect are _____

_____

_____

_____

If I could change anything in the world I would change _____

_____

_____

_____

_____

My favorite books are _____

_____

_____

_____

_____

My favorite songs are _____

_____

_____

_____

_____

HOW I'D LIKE TO BE

If I could be anything, I would like to be _____

_____

_____

_____

_____

_____

_____

_____

_____

WHAT I WISH

If I had three wishes, I would wish for:

1. _____

_____

_____

_____

2. _____

_____

_____

_____

3. _____

_____

_____

_____

MY FAMILY

The people in my family are _____

_____

_____

_____

Some things my family do together are _____

_____

_____

_____

_____

_____

Some things I like most about my family are _____

_____

_____

_____

_____

_____

_____

The things I do when I am at home are _____

_____

_____

_____

_____

_____

On a separate sheet of paper, draw a picture of your family.

HOW I HELP

My jobs at home are _____

_____

_____

_____

Mother sometimes asks me to help with _____

_____

_____

_____

_____

Father sometimes asks me to help with _____

_____

_____

_____

_____

Do you have a pet? If so, draw a picture of your pet. Tell how you take care of him.

_____

_____

_____

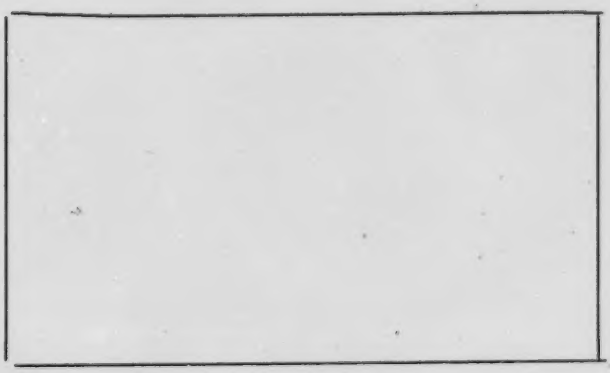
_____

_____

_____

_____

_____



MY FRIENDS

These are my best friends:

Some reasons why I like my friends are:

I try to be a good friend by:

Things I can do to help make more friends are:

MY SCHOOL WORK

The easiest thing for me to learn is _____

_____

_____

_____

The hardest thing for me to learn is _____

_____

_____

_____

Draw two pictures:

Show how you look when you know your work is good.	Show how you look when you know your work is poor.

HOW I FEEL

I'm happy when _____

_____

_____

I'm sad when _____

_____

Pretty songs make me think of _____

_____

I'm very angry when _____

_____

I wish I could _____

because I _____

_____

If I could do anything I wanted today, I would _____

_____

When it rains I like to _____

_____

_____

If I am unhappy I want to _____

_____

_____

If I am angry I want to _____

_____

_____

F E E L I N G S

B O O K

GRADES 4-5

"I KNOW WHO I AM. DO you?"

You can become
MORE LIKE this
If you LEARN
MORE ABOUT
YOURSELF.

You become
MORE LIKE THIS
IF you understAND
YOURSELF...

AND With A BETTER under-
STANDING You WILL

1. BE HAPPIER
2. HAVE MORE FRIENDS
3. Do BETTER iN SchooL

Snoopy did the following to feel as he does. You will be able to do the same things.

1. Name your own fears.
2. List the names of new friends.
3. List 3 things you like about yourself.
4. Write down what you did for other people that made them happy.
5. Tell how a person feels by the way his face looks.
6. Tell how you have changed. Tell how you feel or look different.

SELF-TEST ON CONCERN FOR OTHERS

List 3 kind things that you plan to do today for your friend that will make him or her happy. (You may do more than 3 if you want to, but only list 3).

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

The following three pages show how the Peanuts' gang made each other feel happy.

YOU LOOK PRETTY!!

SHARE A WEEKEND WITH YOUR FRIEND AT HOME.

LISTEN TO YOUR FRIEND tell ABOUT HIS HOBBY

SELF-TEST FOR STRENGTHS

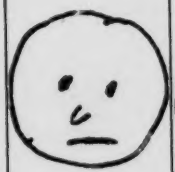
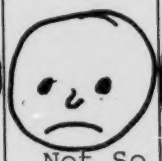
Write down three of your strengths.

1. _____

2. _____

3. _____

List the names of those in your class. Or list people you know at home, school, or in another city. How do you feel about each person?

	Very Nice	Nice	 So-So	 Not So Nice	Not Nice At All
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

LAST SELF TEST

1. Write down some of the kind things that you have done for other people that have made them happy.

_____

_____

_____

2. Has it made you happy too (doing something kind for someone else)? Circle: YES NO

3. List the name of a new friend or friends you have made.

_____

_____

4. What are some of your fears?

_____

_____

5. List <u>three</u> things that you like about yourself (it can be a strength).

_____

_____

_____

6. How do you feel that you have come to understand yourself better? Write your answer below.

_____

_____

_____

_____

LAST SELF TEST - CONTINUED

7. Were you able to fill in all the blanks of previous questions? Circle: YES NO

8. Put an "X" on the face that shows how YOU feel now.

THESE SHOW FEELING. YOUR FACE SHOWS HOW YOU FEEL. YOUR FACE PROBABLY LOOKED LIKE THE ONE YOU PLACED AN "X" ON.

F E A R

A fear is something that scares you.

Everyone has fears.

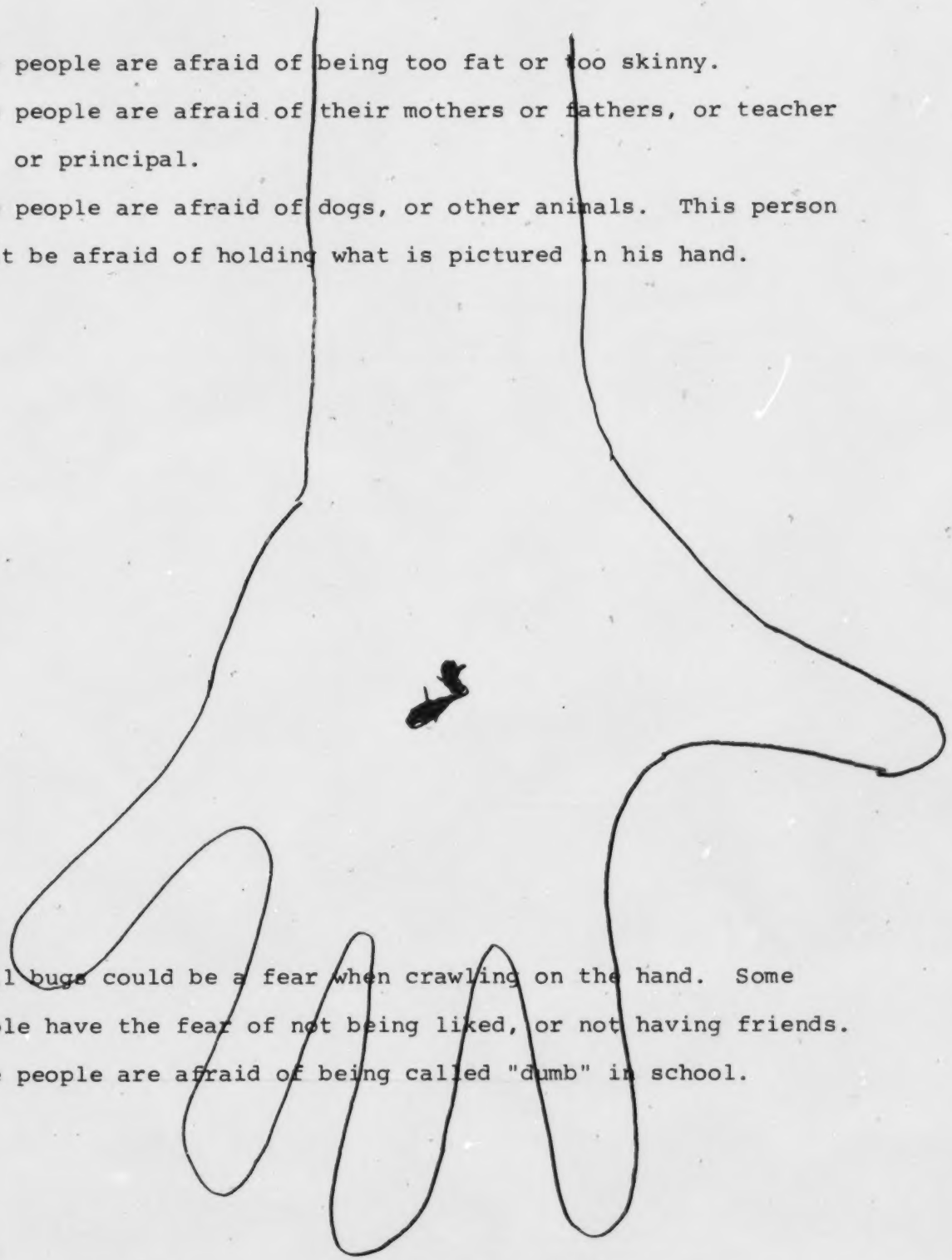
Some people are afraid to tell anyone that they are scared.

They don't tell about their fears. What are some people's fears?

Some people are afraid of being too fat or too skinny.

Some people are afraid of their mothers or fathers, or teacher or principal.

Some people are afraid of dogs, or other animals. This person might be afraid of holding what is pictured in his hand.



Small bugs could be a fear when crawling on the hand. Some people have the fear of not being liked, or not having friends. Some people are afraid of being called "dumb" in school.

Try to think of something that scares or frightens you.

Write down three of your fears (3 things that frighten or scare you).

1. _____

_____

2. _____

_____

3. _____

_____

Add more fears if you can name more things that scare you:

_____

_____

_____

_____

You may understand yourself better now that you have named some of your fears.

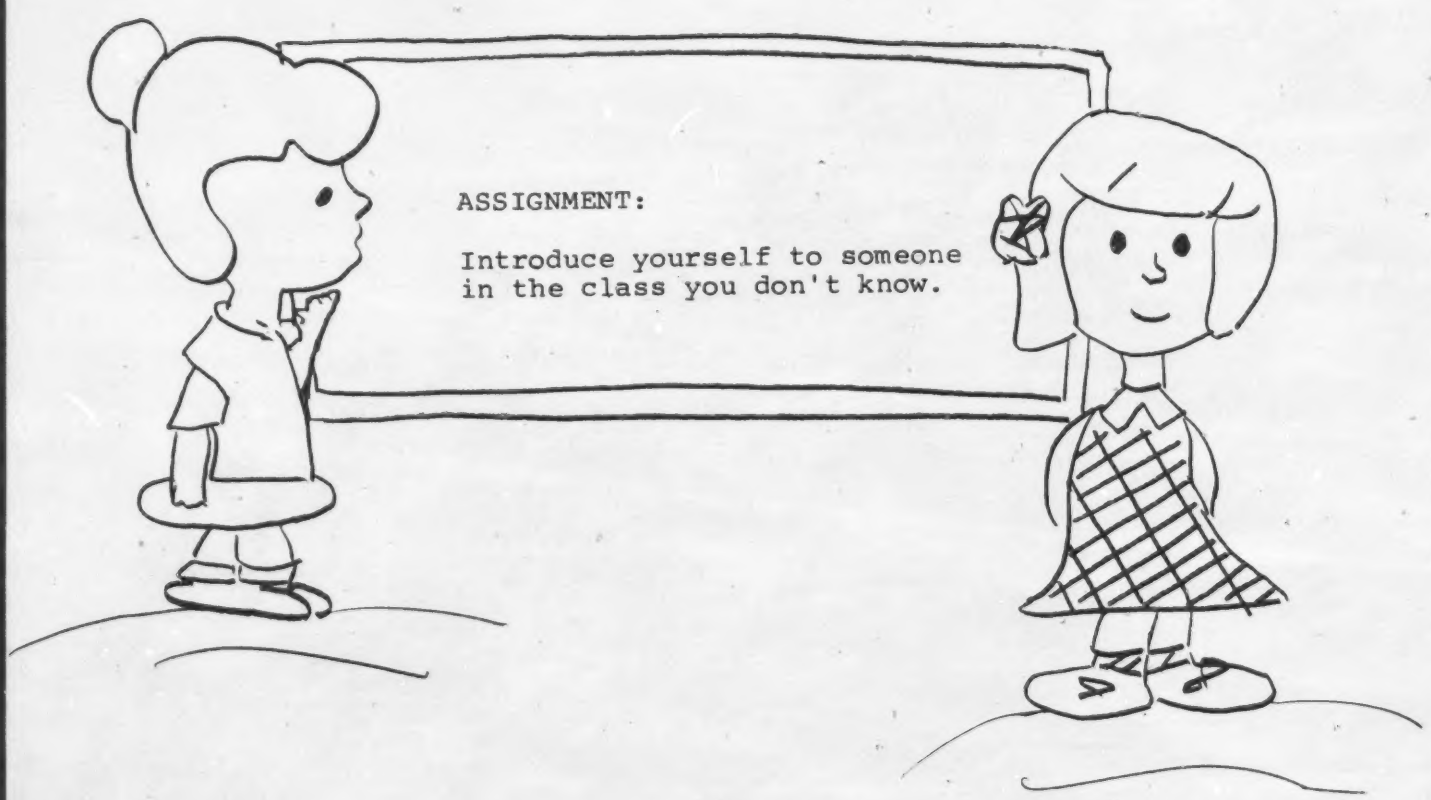
CAN YOU SEE A FEAR?

YES _____ NO _____

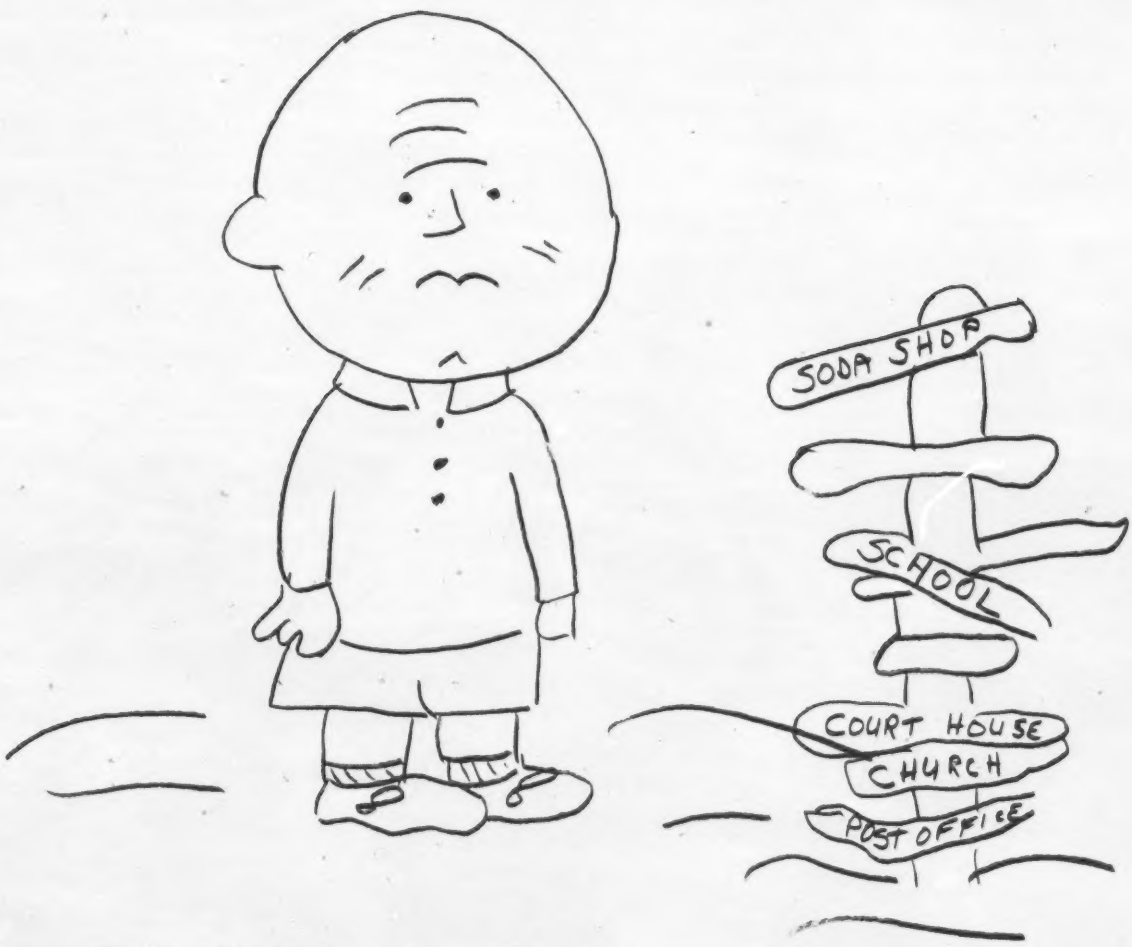
Can you see what fear this girl has?

What is she afraid of?

Say what you think her fear is.



CAN YOU SEE THIS FEAR?



He is afraid he will get lost.

We see a person's fear in his actions.

A person jumps suddenly because of fear of an animal.

A person avoids going to a certain place because of fear of getting lost.

1. Each of you tell what it is you don't like doing or are afraid to do. You could tell this to a partner from your class.

2. Write down here who your partner is:

_____

3. Plan with your partner how you might face these things you don't like doing or are afraid to do and actually try facing them.

4. Act out your plans one at a time. Stick together, so that you can watch each other.

5. Write down here what your partner did:

_____

_____

_____

_____

_____

If you were able to list at least one fear, you are doing well. You are beginning to understand yourself better.

You did this in spite of your fear. You understand yourself better. You know what you fear. You know you can act and forget some of your fears. This is good!

MY OWN BOOK

GRADES 4-6

MADE BY ME FOR ME

NAME _____

This book is dedicated to _____

Who is important to me because _____

_____

_____

_____

(You may not wish to fill this page until later on.

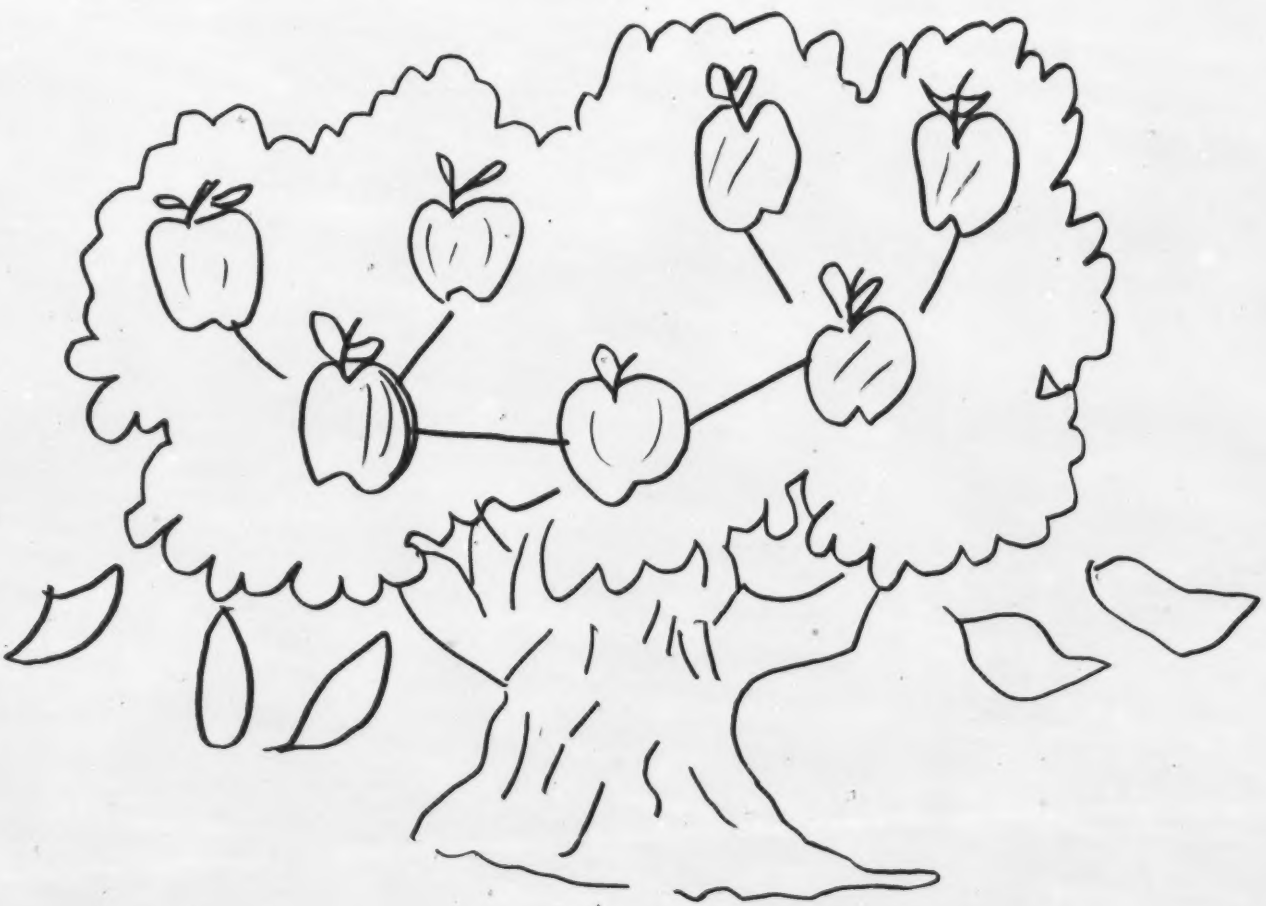
Fill it in whenever you feel you want to).

First Name	Middle Name	Family Name	Nickname

My first name means: _____

My family named me that because: _____

1. On the tree trunk; write names of your immediate family -- parents, brothers and sisters.
2. On the apples; write names of favorite relatives -- aunts, uncles, grandfathers, etc.
3. On the leaves; write names of other favorite people -- neighbors storekeepers, school friends, etc.



MY FAVORITE THINGS

TV Program _____

Book _____

Food _____

Movie _____

Game _____

School Subject _____

Song _____

Best Friend _____

Do you have a pet? _____ If so, what is it?

_____

If you don't have a pet, what would you like to have?

_____

Do you have any hobbies? _____ If so, what are they?

_____

_____

_____

_____

If you could go anywhere in the world, where would you like to go?

_____

_____

_____

If you could meet any famous person in the world, whom would you choose? _____

_____

I AM GROWING AND CHANGING

List at least five things about you that are different now than when you were in second grade. You may be able to list more than five.

In the second grade I	Now I .....
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

T H I S I S M E

These sentences need an ending. Complete them so each one tells how you usually feel. You may want to share some of your answers, but do not feel that you must. If you do not understand the meaning of a word, ask your teacher to give you an example.

1. I am happiest when _____

2. I get angry when _____

3. I am afraid when _____

4. I feel liked when _____

5. I feel sad about _____

6. I am bored when _____

7. I am ashamed when _____

8. I feel good about _____

9. I am most proud of _____

10. I get "hung up" over _____

11. I feel safe when _____

12. I feel peaceful when _____

13. I feel hurt when _____

14. I put trust in _____

15. Things that make me happy are _____

_____

IT'S NEAT TO BE ME!

You are one of a kind .

That's great! It's neat to be you.

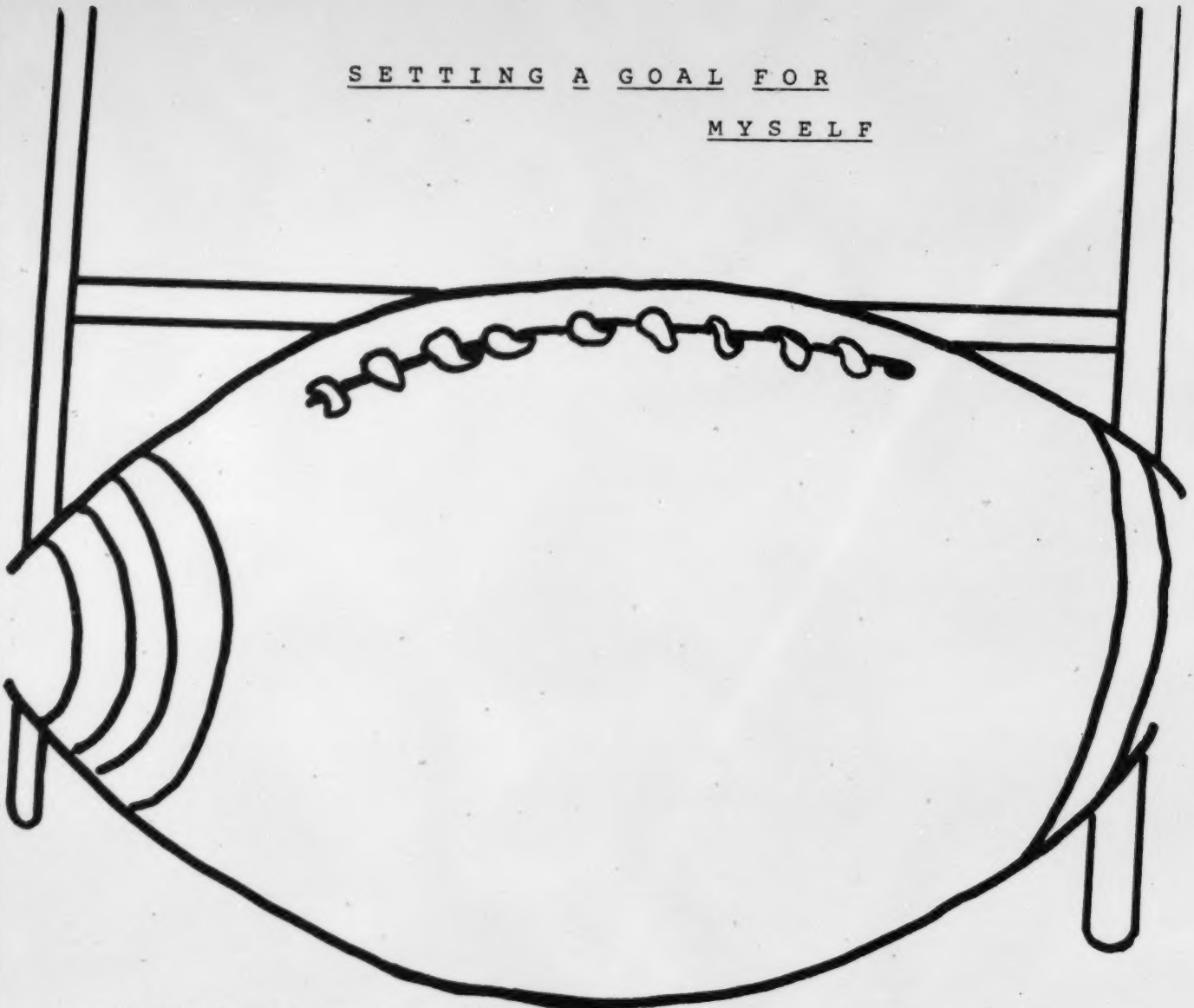
Write a happy story or a little poem about it.

Write it on a piece of scratch paper first.

Then copy it onto this page.

Draw a frame around it.

SETTING A GOAL FOR MYSELF



Guidelines for Setting Goals

You know what it is.

You believe you can do it.

You have the ability to do it.

If other people are part of your goal, you can talk to them about it.

You can measure your goal.

You WANT to reach it.

You will work on only one goal at a time.

You are sure your goal will not hurt anyone.

☐ Check here when you have accomplished your goal.

MAKING A CONTRACT

1. During a conversation with your teacher, decide on something you would like to change in how you react to other people. This will be your goal. Write your goal here: _____

_____

2. A contract is a statement in which one or more people agree to do a certain thing. If you agree on the goal you wrote in No. 1 above, you have a written contract.

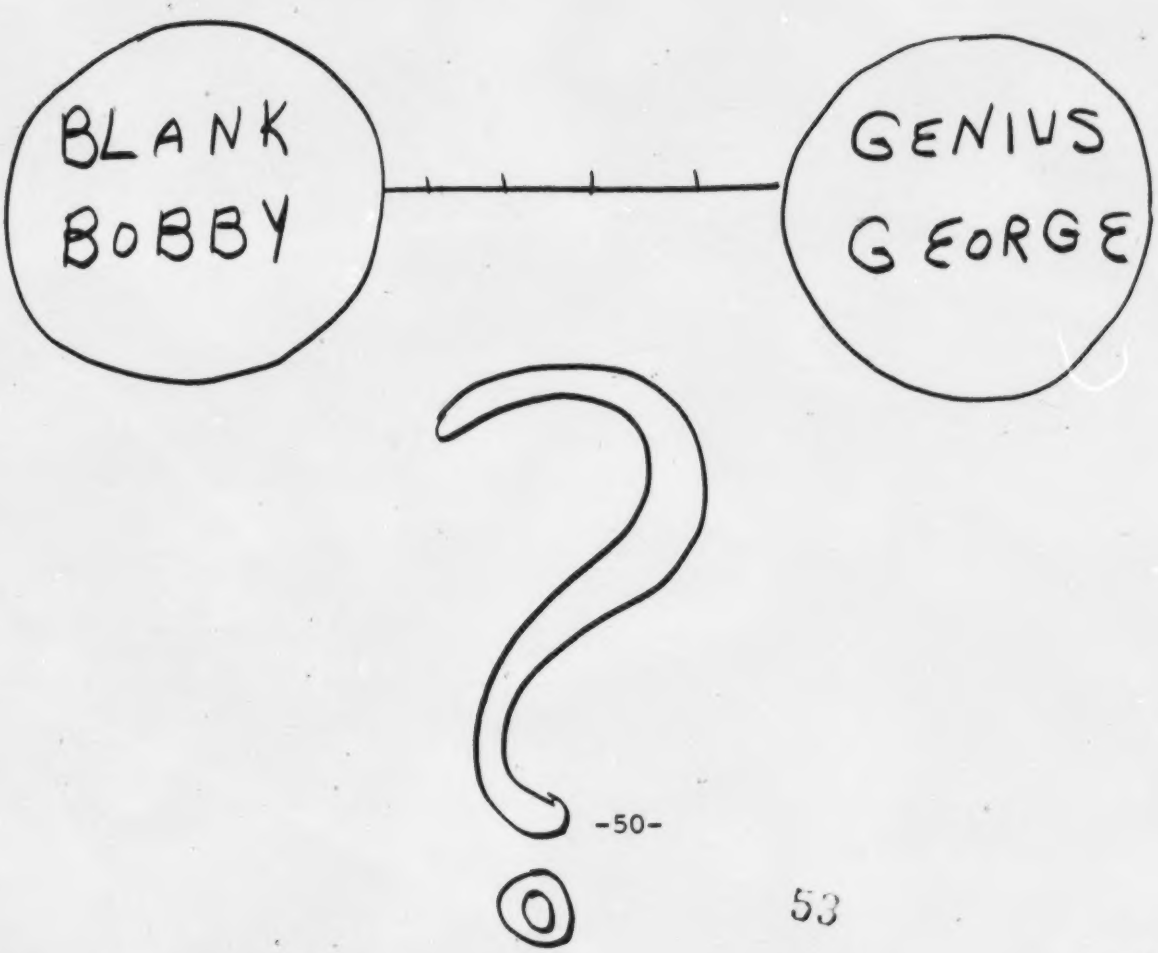
3. For the next two weeks, keep a record of each time you reached your goal.

Date	No. of times reached	Situation in which this happened

THINKING FOR MYSELF

Here is a continuum which describes different kinds of people. Blank Bobby thinks very little. Genius George thinks a great deal. Where would you place yourself on this line? Put an "X" there.

Choose a point on the continuum toward which you would like to work. Circle that point on the continuum.



I MUST THINK FOR MYSELF

Make believe this is a story about you and your family. Write an ending to the story showing how you had to make up your mind (make a decision).

Your family is gone for the day. As you open the door to take in the mail, your pet dog runs out of sight in a minute. You have lived in this house only two weeks. It occurs to you that your dog may not be familiar with this neighborhood yet, and may not be able to find his way home.....

M Y T H I N K T A N K

HERE ARE TIMES WHEN ANOTHER PERSON MUST MAKE DECISIONS FOR ME.

1.

2.

3.

4.

5.

HERE ARE TIMES WHEN I AM ALLOWED TO DECIDE FOR MYSELF.

1.

2.

3.

4.

5.

HERE ARE TIMES WHEN I MUST THINK FOR MYSELF.

1.

2.

3.

4.

5.

SOMETHING ELSE TO THINK ABOUT

Write three situations or experiences you were a part of where you were permitted to think for yourself -- someone else could have decided for you but then allowed you to decide:

1. _____

2. _____

3. _____

Write two experiences or situations in which you had to think for yourself:

1. _____

2. _____

Write some of the needs or feelings of OTHERS you should think about when thinking for yourself:

1. _____

2. _____

3. _____

MY SUCCESS CHART

You have been successful many times in your life, but you may not have thought much about it.

It's fun to remember our successes. List some of yours below.

On the next page, check all the reasons why you thought each was a success. There may be more than one reason.

Write your definition of success at the bottom of the next page.

Where my successes happened	Successes
At home	1. _____ 2. _____ 3. _____
At school	4. _____ 5. _____ 6. _____
With My Friends	7. _____ 8. _____ 9. _____
My Biggest Success So Far	
The Biggest Success I hope to have in the Future	

WHY I THOUGHT THEY WERE SUCCESSES

No. of Success	I helped somebody	I did it well and felt good	I got somebody to do something	I did it all by myself	I learned something new	People liked me	My family was proud of me

I am a Success when _____

CONFLICTS IN FEELINGS

CONFLICT is something that takes place when two or more things do not agree with each other. Cats and dogs may have conflicts. People may have conflicts. Or conflicts may take place inside of one person. Here are two little plays to show conflicts:

Play I

Danny: "Hi Sis, what are you doing?"

Sis: "I'm sewing on a costume I want to wear to the Hobo party at school next week. Hey, Dan, can I borrow your fishing hat? I'd take those hooks out and put some other junk on it, and it would be great!"

Danny: "No, Sis. You'll just ruin my hat."

Sis: "Dan, you never want to help me out, but you always expect me to help you. I won't ruin it at all."

Danny: "Well, I'll have to think about it."

Write down two feelings or reactions that Danny has:

1. _____

2. _____

Play II

Jimmy didn't make the baseball team. Before he went home, he took a long walk by himself. "Darn, darn, darn" he said over and over. "Everything I try always turns out wrong. Now there's the whole summer with nothing to do."

When he saw his Mom in the kitchen, Jimmy blurted out his disappointment and ended with, "I never do anything right."

"I know how you feel, Jimmy," his mom said, "but you and I both know that you don't have to do everything in the world. You can think of things you do well right now like your newspaper route, your math assignments, and you certainly helped here during the days I was sick."

"OK, mom," said Jimmy, "I maybe could work on a couple of new strokes in swimming this summer. I think Joe would help me sometimes."

CONFLICTS IN FEELINGS - Continued

Write down two feelings or reactions that Danny has:

1. _____

2. _____

ACCEPTING FEELINGS

We can usually tell how other people feel because they show their happiness, anger, fear, worry or pride. Your class can discuss how these feelings show in other people. We need to accept such feelings without becoming too upset. This is especially hard to do when such feelings are aimed at us.

The feeling I find hardest to accept from others is:

_____

I usually react by:

_____

Discuss how to accept feelings in your class group.

Ways my group gave on how to better accept feelings:

1. _____

   _____

2. _____

   _____

3. _____

   _____

How I feel about the ways suggested:

1. _____

   _____

2. _____

   _____

3. _____

   _____

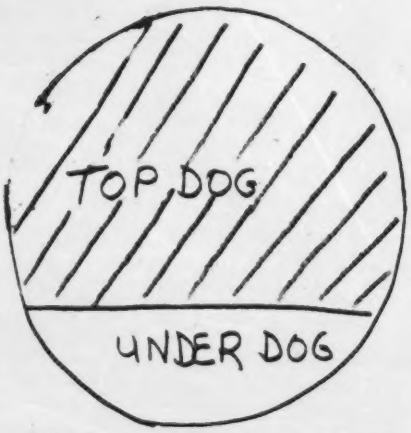
61

A BALANCED PERSON

1. There are circles on this page showing a TOP DOG and an UNDER DOG.

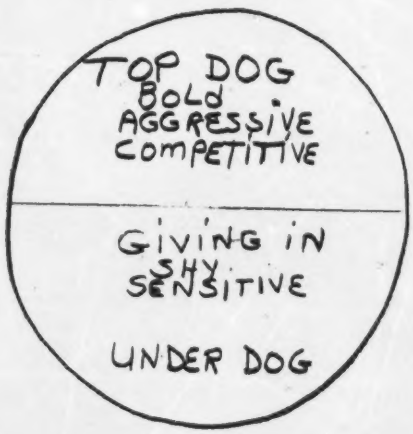
   Discuss these circles with your teacher and classmates.

2. Are you a TOP DOG or an UNDER DOG?

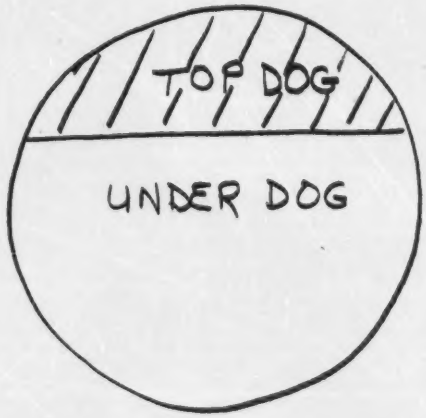


This person is a bully. He is bold and aggressive. He attacks people using words that are threatening or unkind.

Our goal is to become a balanced person -- neither too much of a TOP DOG nor too much of an UNDER DOG -- but just right.



This person is too nice. He is very quiet. He doesn't argue. He is afraid to come forward with an idea. He is afraid to disagree. (See illustration below).

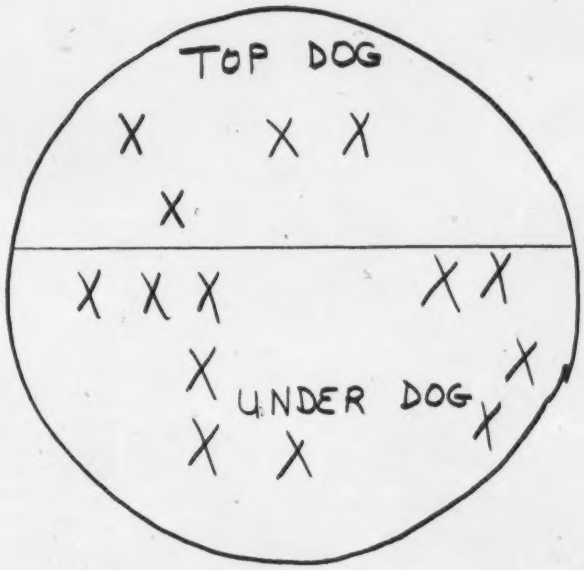


T O P D O G - U N D E R D O G E X A M P L E

Here is an example of a person who acts as an UNDER DOG. How many marks are in the TOP DOG half of the wheel?

How many marks are in the UNDER DOG half of the wheel?

What does this person have to do or need, to become a better balanced person?



TOP DOG	WELL BALANCED PERSON	UNDER DOG

1. Mark where you are today.
2. Mark where you would like to be next _____.
   (Date)
3. Check here on the date you listed above. Are you where you wanted to be? _____
   Did you balance your wheel?

Write as much as you can about times when you act as TOP DOG.

Tell about --

Who you were with

What you did

How you felt acting as TOP DOG

TIMES WHEN I'M A TOP DOG:

Write as much as you can about times when you act as UNDER DOG.

Tell about --

Who you were with

What you did

How you felt acting as UNDER DOG

TIMES WHEN I'M AN UNDER DOG:

TODAY IS THE FIRST DAY OF THE REST OF MY LIFE

Three words that I wished described me:

_____

_____

_____

Now you will have to do some hard thinking. Write down some of the things you will have to do to become more like the person described by each word you have listed above. Think of what you can do today to help you become what you want to be.

Things I Must Do Starting Today!

_____

_____

_____

_____

_____

_____

_____

_____

THE END OF "MY OWN BOOK"!

"WHO ARE YOU?" BOOKLET

GRADES 4-6

W H O A R E Y O U ?*

Physical Characteristics

1. What kinds of things do you like to do?

_____

_____

2. What kinds of people do you enjoy being around?

_____

_____

3. What people are important to you?

_____

_____

4. To whom do you feel you are important?

_____

_____

5. Identify similar interests you have with these people:

_____

_____

6. Draw a self portrait showing yourself different from everyone else. Show something special about yourself or something you like or did. You may add comments to explain something about your drawing. (A photograph of yourself can be placed opposite the drawing.)

*The little you's produce the big you.

F E E L I N G S

1. What are some things that you do that make you happy?

_____

_____

2. What are some things that make you happy sometimes and sad at other times?

_____

_____

3. What are some things that people do that make you happy?

_____

_____

4. Draw a picture of something that makes you happy:

5. Write a sentence about something that makes you happy:

_____

_____

FAMILY RELATIONS

6. In what way would you most like to be like your parents?

_____

_____

FAMILY RELATIONS - Continued

7. In what way would you least like to be like your parents?

_____

_____

_____

8. What three things would you like to change in your relationship with your family (mother, father, brother, sister, etc.):

_____

_____

_____

YOUR FUTURE

9. In ten years I'll probably be doing (working):

_____

_____

10. In ten years I would like to be doing:

_____

_____

11. I will have to take these steps to do what I like in ten years:

1. _____

2. _____

3. _____

12. Check one:

☐ At the present time, I have enough control over my life to become what I want to be.

☐ At the present time, I do not have enough control over my life to become what I want to be.

YOUR FUTURE - Continued

13. The obstacles which prevent me, at the present time, from becoming what I want to be are:

TIME CAPSULE

Time capsules preserve information about people who lived in some past date such as the Egyptians, the American Indians, or even a generation of our own city, perhaps dating back only twenty-five years ago. The materials in the time capsule make it possible for one generation of people to become informed about another generation long since passed away. You are encouraged to prepare a time capsule about yourself to inform a man of the future about you, say one hundred years from now.

YOUR AGE _____

THREE FAVORITE SONGS:

1. _____

2. _____

3. _____

FAVORITE MAGAZINE:

_____

BEST BOOK EVER READ:

_____

BEST MOVIE YOU HAVE SEEN:

_____

MOST DEPRESSING NEWS YOU HAVE LISTENED TO:

_____

BEST NEWS YOU HAVE LISTENED TO:

_____

A SINGLE MOST IMPORTANT DECISION YOU HAVE MADE SO FAR WITH YOUR LIFE:

_____

A HOLIDAY YOU ENJOY CELEBRATING MOST: _____

SEASON: _____

ONE THING YOU ENJOY MOST ABOUT SCHOOL: _____

ONE THING YOU ENJOY LEAST ABOUT SCHOOL: _____

YOUR FAVORITE TOY: _____

ANYTHING ELSE YOU MIGHT ADD TO GIVE FUTURE GENERATIONS INFORMATION ABOUT YOU: _____

_____

HOW IS YOUR RELATIONSHIP WITH PEOPLE?

Write yes or no to answer each question.

1. a. Do you try to be considerate to the other members of any group you find yourself in? (Classes, friends, teams, etc.) _____
   b. Do they act nicely toward you? _____

2. a. Do you think that it is important to be polite to the boys and girls in your class? _____
   b. Is it more important to be polite to teachers and parents? _____

3. a. Does fighting and arguing ever have a place in school? _____
   b. If you fight, can you be friends with that person soon after? _____

4. a. Do you like the way your work looks when you turn it in? _____
   b. Could the teacher give you more help so you would turn in better work? _____
   c. Do you feel dumb when you have to ask for help? _____

5. a. Do you think you are an important person in your class? _____
   b. Do you have good ideas to share? _____
   c. Do most of the members of the class have good ideas to share? _____

6. a. Do you come to school on time each day? _____
   b. Does the day drag? _____

7. a. Are most students irritated when teachers make suggestions? _____

8. a. Are school and class rules fair? _____
   b. Do they help you to be a better person? _____

9. a. Do you like to work with other pupils? _____
   b. Would you rather work by yourself? _____
   c. Is it easy or hard for you to go along with directions the teacher gives? _____

10. a. Have you been more careful, now that you are getting older, about keeping yourself clean and nice so that other people like to be with you? _____
    b. Do you check up on your fingernails, hands, hair, and teeth
       (1) every day? _____
       (2) once in a while? _____